

## WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • Evaluators

### Introduction

A fair, valid, and reliable evaluation for teachers and principals relies on licensed, trained, and certified evaluators to serve as instructional coaches and inform professional growth. The following sections detail the license, training, and certification requirements of evaluators of teachers or principals within the Wisconsin Educator Effectiveness (EE) System, as well as supports available to those serving in this role. *(For a detailed description of evaluators' roles and responsibilities to support the continuous improvement of educator practice, please refer to the [Teacher](#) and [Principal](#) evaluation process manuals).*

### Requirements for Evaluators

#### ***Licensing and Training Requirements for Evaluators of Teachers and Principals***

While all evaluators within the State Model must complete the state-developed four-step EE Training—to include: 1) an overview of the EE System; 2) teaching and principal practice standards; and 3) the evaluation process, additional requirements vary for evaluators of teachers and principals.

#### Evaluators of Teachers

Evaluators of teachers must hold an active administrator license (Principal, Reading Specialist, Instructional Library Media Supervisor, or Instructional Technology Coordinator) as defined in the Wisconsin Administrative Code [section PI 34.32](#).

In addition to licensure and training requirements, all evaluators of teachers in districts using the [State Model](#) must complete [Teachscape Certification](#), a comprehensive online module and assessment, once every four years to support rater reliability and objectivity. Evaluators must re-calibrate (a sample of the certification training and assessment lasting approximately one hour) each semester the evaluator is not recertifying. *(Note: Teachscape certification does not currently exist for evaluators of principals).*

#### Evaluators of Principals

Evaluators of principals or assistant principals must hold an active administrator license (PI section 34.32). Per preparation program content guidelines, only educators holding an active Superintendent license have received the training, knowledge, and skills necessary to evaluate professional school personnel. Should the superintendent require assistance to address capacity, he/she could enlist an educator with an active Director license to support the evaluation process. Specifically, preparation programs provide the training, knowledge, and skills necessary for directors to “collaborate” with superintendents regarding evaluations of principals and assistant principals. Should the superintendent require a greater level of assistance from the director, the director could take full responsibilities for the evaluation of principals and assistant principals if the Superintendent and school board have ensured that the director has “the training, knowledge, and skills necessary to evaluate professional school personnel.” PI § 8.01(a)(2)(a). Similarly, a superintendent could enlist the principal to conduct the evaluations of assistant principals if the superintendent and school board have ensured the principal has “the training, knowledge, and skills necessary to evaluate professional school personnel.” *Id.*



## Lessons Learned and Continued Support to Increase Evaluator Capacity

### ***Lessons Learned Regarding Capacity Demands***

While DPI has learned from several districts that a “learning curve” exists and capacity concerns decrease as district staff gain experience with the EE processes, the agency understands districts’ concerns about the amount of time required to implement the EE System in first years of Full Implementation. In response to this feedback during the System’s developmental [pilot year](#), DPI decided to reduce demands on an evaluator’s time in the following ways:

- Require evaluator participation only during an educator’s [Summary Year](#);
- Reduce Educator Effectiveness Plan requirements to one Professional Practice Goal (PPG) and one Student/School Learning Objective (SLO); and
- Reduce the minimum number of required observations (*See the [Teacher](#) and [Principal](#) evaluation process manuals for additional details*).

DPI will continue to support capacity, and share lessons learned from the [full pilot](#) year maximize district time and resources.

### ***Additional Funding Sources to Increase Evaluator Capacity***

Districts may be able to allocate or re-allocate resources for additional evaluator support. Specifically, districts can use [ESEA Title II\(a\)](#) funds for EE training and personnel. Additionally, two or more districts can collaborate to apply for a [Peer Review Mentor Grant](#) (of up to \$25,000) to use for additional Teachscape evaluator licenses and/or to support Effectiveness Coaches. DPI highly recommends these optional, building-level positions. Coaches can provide a [range of EE support](#) to address capacity and improve local implementation. Additionally, districts could use funds to contract with someone meeting the previously noted evaluator requirements to serve as a local evaluator (e.g., CESA employee, retired administrator, etc. with active administrator license and the necessary knowledge, training, and skills).

### ***Continued Support for Evaluators***

DPI will continue to develop further training and improvements to build evaluator capacity:

- [Step 3 Training for all evaluators](#). Released in May 2014, CESAs will facilitate a one-day, in-person training for all evaluators of teachers and principals in the State Model.
- [Step 4 Training for evaluators and educators](#). DPI will release three self-guided online modules at the beginning, middle, and end of the 2014-15 school year. These modules will help evaluators and educators complete important steps of the EE process, including how to enter data into Teachscape.
- [EE Resources](#). DPI redesigned the [Educator Effectiveness website](#), and created optional resources to help districts prepare to implement the EE System, including the [District Administrator Toolkit](#).
- [Partner Organizations](#). The Wisconsin Association of School District Administrations ([WASDA](#)) and the Association of Wisconsin School Administrators ([AWSA](#)) will continue, as DPI’s partners, to support their members with EE implementation.
- [Teachscape Improvements](#). Teachscape has increased [support resources](#) 50%, and will provide additional [Wisconsin](#) training and support staff. DPI is developing a consistent help form and guides for Teachscape support issues.

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